



Mentor Guide for St. Lucie Soars

Summary: In order for learning to take place, a child must have a bond with the mentor. In the first five minutes, spend some time getting to know your child.

Suggested conversation starters:

- What did your family do over the weekend?
- How has your day been?
- What great books have you read since I saw you last?
- When you grow up, what do you want to be?
- What do you like to do after school?
- What is your favorite (game, sport, music, movie)?
- If you could be anyone, who would you be?
- If you could travel anywhere, where would you choose to go?
- What would your superpower be?

Mentor Moments: *Catching up with one another*

5 minutes

Summary: During this time, have the child read a book with which he or she will experience success. Starting with this positive experience will set the tone for the entire session.

Words of Encouragement:

- I know that this book is one of your favorites. Would you read it to me?
- I'd love to hear you read this book.
- You are reading this book so well. Keep going!
- That was a difficult word. You did a great job figuring it out!
- Think of how easy it was to read this book. It's because you continued to work at it.
- I hear you reading with expression. Nice work!
- Every time I hear you read, you just get better and better!

Reading for Success: *Reading a familiar book*

5 minutes

Summary: Use the activities over the next few pages to engage the child in literacy activities. The literacy activities support growth and development in the skills necessary to become proficient readers. Remember to give clear directions.

Fluent Reading

1. Ask the child to reread the first book.
2. See how much he/she is able to read in one minute.
3. Encourage them to read that section again as you time it a second time.
4. Celebrate success!

Find the Word

1. Identify a sound pattern such as the short “a” sound in the word “apple”.
2. Have the child search the room or a section of the book to locate words with that same sound.
3. Encourage the child to find words that match the pattern.

Skills Challenge: *A literacy activity*

10 minutes

Sight Word Treasure Hunt

1. Use the sight word list (pp. 4-5).
2. Have the child look through the book to find as many of the words as he/she can.
3. Celebrate by saying the word out loud each time it is discovered.
4. Once the child makes it through the book, have him/her count how many times he/she finds one of the words in the book.
5. Try another word to see which is used the most.

Speedy Sight Words

1. Use the sight word list (pp. 4-5).
2. Challenge the child to read through the list of words as quick as he/she can.
3. Use a timer, stopwatch, or timer app to time how long it takes to read through the list.
4. When he/she finishes reading, praise the effort.
5. Have the child try to read the list again to beat his/her best time.

Sight Word Go Fish

1. Use the sight word list (pp. 4-5).
2. Write each sight word on two cards.
3. Shuffle the cards.
4. Deal 5 cards to the child and yourself.
5. Place the other cards face down.
6. Take turns asking each other for specific words.
7. Remove matches.
8. Count up the matches at the end.

Sight Words Memory Game

1. Use the sight word list (pp. 4-5).
2. Write each sight word on two cards.
3. Shuffle the cards.
4. Turn the cards face down.
5. Take turns locating the matching words.
6. If a match is found, the player gets an extra turn.
7. Count up the number of matches at the end.

Pre-K Sight Words			K Sight Words				Gr. 1 Sight Words		
the	can	two	he	what	pretty	please	of	any	round
to	see	play	was	so	four		his	how	give
and	not	run	that	get	saw		had	know	once
a	one	find	she	like	well		him	put	open
I	my	three	on	this	ran		her	take	has
you	me	funny	they	will	brown		some	every	live
it	big		but	yes	eat		as	old	thank
in	come		at	went	who		then	by	
said	blue		with	are	new		could	after	
for	red		all	now	must		when	think	
up	where		there	no	black		were	let	
look	jump		out	came	white		them	going	
is	away		be	ride	soon		ask	walk	
go	here		have	into	our		an	again	
we	help		am	good	ate		over	may	
little	make		do	want	say		just	stop	
down	yellow		did	too	under		from	fly	

Gr. 2 Sight Words			Gr. 3 Sight Words			Sight Words Dominoes
would very your its around don't right green their call sleep five wash or before been off	cold tell work first does goes write always made gave us buy those use fast pull both	sit which read why found because best upon these sing wish many	if long about got six never seven eight today myself much keep try start ten bring drink	only better hold warm full done light pick hurt cut kind fall carry small own show hot	far draw clean grow together shall laugh	

Sentence Twins

1. Select a sentence from the text.
2. Have the child create another sentence in which the words begin with the same letters as the words in the sentence.

Example: “The house was for sale.” might become “Ten helicopters were flying south.”

Tip: *Keep the sentences short.*

Which Word?

1. Select a mystery word from the text.
2. Write that word on a piece of paper.
3. Give the child clues about the word’s location in the text.
4. The child can ask “yes/no” questions to locate the word. For example, he/she may ask, “Does the word begin with the letter “t”?”
5. High-five when the word is found.

Word Hunt

1. Choose a section of the text.
2. Write four words on a piece of paper.
3. Three of the words should be found in the section of the text.
4. One word cannot be found in the text.
5. Have the child search the section of the text to determine which word is not in the text.
6. Have him/her say the word when he/she locates it.

Searching for Syllables

1. Give the child a piece of paper.
2. Fold the paper into 3 columns.
3. Number the columns 1, 2, and 3.
4. The numbers indicate the number of syllables in the word.
5. Have the child reread a section of the text.
6. Have the child record the words into the appropriate column based on the number of syllables.
7. Go through the list, read the words, and clap out the syllables.

Summary: In the last 10 minutes, have the child read a new book. Think of reading the book as three stages: (1) Previewing the book, (2) Reading the book, and (3) Discussing the book.

Ways to Preview the Book:

- Let's look at the pictures. What do you think this will be about?
- Let's read the title. What do we already know?
- Look at the cover. Does it provide any clues as to what this book is about?
- How is this book structured? Does it have any text features like section headings, a table of contents, an index, etc.?
- Let's read the first sentence of each paragraph. What did we find out?
- Do we know anything about this author?
- Does this book have any characters we have seen before?

Stretch Book: *Previewing the Book*

10 minutes

Ways to Read the Book:

- Solo Reading: *Allow the child to read independently.*
- Partner Reading: *You read one page; the child reads the next.*
- Echo Reading: *You read a sentence or page; the child repeats.*
- Paired Reading: *Both you and the child read at the same time.*
- Scaffold Reading: *Begin reading with the child. When the child is comfortable reading, have him/her signal to allow them to read independently. If the child begins to struggle, begin paired reading again.*
- Expressive Reading: *Have the child read the text using various voices. You may want to model for the child. For example, you may want to read using a giant's voice or the voice of a mouse.*

Literature (Story) - Kindergarten	Informational Text - Kindergarten
<ul style="list-style-type: none"> ● What happens or is said in this text? ● Which words, pictures and sentences help me know this? ● Who was in the story? ● What was the story about? ● What happened next? ● What problem is this character facing? ● How does the character resolve it? ● How is this character different at the end of the story? ● Tell me what happened in the story. 	<ul style="list-style-type: none"> ● What happens or is said in this text? ● Which words, illustrations and sentences help me know this? ● What do you think was the most important thing that you learned? ● What details are the most important to the text? ● What is the main topic of the text? ● What is the most important information about the main topic that the author wants me to know? ● What was this book/page about?
<p data-bbox="107 980 919 1030">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1370 980 1513 1030" style="text-align: right;">Page 3</p>	

Literature (Story) - Kindergarten	Informational Text - Kindergarten
<ul style="list-style-type: none"> ● Who is the main character? What is he/she like? ● Who are the other characters? How does the main character get along with them? ● How does the main character react to major events that occur? ● Would the story have been the same if it had taken place in a different location? ● When did the story happen? ● Where did the story take place? 	<ul style="list-style-type: none"> ● How does the title help me understand what the text is about? ● Which pieces of information explain the title? ● How is the text organized? ● Do the sections or chapters follow in a helpful order? ● How do the illustrations and the words work together to help me understand the main topic? ● How are _____ and _____ connected to each other?
<p data-bbox="110 980 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1372 980 1513 1026" style="text-align: right;">Page 4</p>	

Literature (Story) - Kindergarten	Informational Text - Kindergarten
<ul style="list-style-type: none"> ● What words do I not understand? ● Are there words or phrases I do know that can help me figure out those I don't? ● Do the illustrations help me figure out the meaning of a word? ● What does the author do to make the story enjoyable? ● How does the illustrator help the story? ● Where can I find the name of the person who wrote the story? 	<ul style="list-style-type: none"> ● What words or phrases are hard for me? ● What do I think they mean? ● Do the illustrations give clues about the meaning of a word? ● What information is contained on the front and back cover? ● What is on the title page? ● What does the author do to make the text interesting? ● How does the illustrator help me understand the text better?
<p data-bbox="110 980 919 1025">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1370 980 1513 1025" style="text-align: right;">Page 5</p>	

Literature (Story) - Kindergarten	Informational Text - Kindergarten
<ul style="list-style-type: none"> ● Is it possible to understand the story without illustrations? Why? ● Is it possible to understand the story with only pictures and no words? ● What details about important moments in the story do the illustrations show me? ● After looking at the picture, what do you think will happen next? ● Is there anything in the picture that helps me understand the story better? 	<ul style="list-style-type: none"> ● What information do the pictures provide? ● Does the illustration match what the author is trying to say? ● Describe how the picture helps you understand what the author has written? ● How does the author make his/her key points clear? ● What reasons does the author give to support these points?
<p data-bbox="107 980 919 1030">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1370 980 1515 1030" style="text-align: right;">Page 6</p>	

Literature (Story) – Grade 1	Informational Text – Grade 1
<ul style="list-style-type: none"> ● What happens or is said in this text? ● Which words, pictures and sentences help me know this? ● Who was the story about? ● What was the story about? ● What happened at the beginning, middle, and end of the story? ● What problem/need is the main character experiencing? ● What gets in the character’s way? ● How is the problem resolved? ● What events lead to a resolution? 	<ul style="list-style-type: none"> ● What happens or is said in this text? ● Which words, pictures and sentences help me know this? ● What is this text about? How do we know? ● What is the most important idea or part of this text? ● What is the main topic of this text? ● Tell me what we can learn from this text? ● What are the most important details?
<p data-bbox="110 976 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1372 976 1518 1026" style="text-align: right;">Page 7</p>	

Literature (Story) – Grade 1	Informational Text – Grade 1
<ul style="list-style-type: none"> ● How does the main character behave at the beginning? ● What problem is causing him/her to act that way? ● How do the other characters make things better or worse for the main character? ● What is the setting of the story? ● What is the problem or plot of the story? ● How do we know that the characters are feeling _____? 	<ul style="list-style-type: none"> ● What does the title tell me about the topic? ● How is the text organized? ● How does the information in each section relate to the section title and main topic? ● What are the main events in the text? ● What caused _____ to happen? ● What details in the text give you information about _____?
<p>Stretch Book: <i>After Reading the Book</i> Page 8</p>	

Literature (Story) – Grade 1	Informational Text – Grade 1
<ul style="list-style-type: none"> ● Which words or phrases help me experience the text with my senses? ● Which words or phrases seem surprising or funny? ● Are there words or phrases that help me picture what is happening? ● Is the main character telling the story? ● Who is talking? How do we know? ● How many characters are in the story? ● What are the characters saying? 	<ul style="list-style-type: none"> ● Do the illustrations or text features help figure out a word’s meaning? ● Are there words the author uses repeatedly? ● Can I substitute another word in place of an unknown word? ● What key details do the illustrations provide that the words don’t? ● What can you learn from the illustrations? ● Why do you think the illustrator put in that picture?
<p>Stretch Book: <i>After Reading the Book</i> Page 9</p>	

Literature (Story) – Grade 1	Informational Text – Grade 1
<ul style="list-style-type: none">• What role do the words play in describing the characters?• How do the details in the story help me understand the setting?• How do the illustrations help me picture the characters, setting, and events?	<ul style="list-style-type: none">• What are some key points that the author wants us to know about the topic?• How does the author make his/her points clear?• What reason does the author give to support these points?• What does the writer think about this problem?• Why do you think that the author wrote that?
<p>Stretch Book: <i>After Reading the Book</i> Page 10</p>	

Literature (Story) – Grade 2	Informational Text – Grade 2
<ul style="list-style-type: none"> ● What happens or is said in this text? ● Which words, pictures and sentences help me know this? ● Who is the story about? ● Where did it take place? ● Which of these details is really important to the story? ● How does knowing where the story takes place help me understand the story? ● What message or lesson does the author want me to take away? 	<ul style="list-style-type: none"> ● What happens or is said in the text? ● Which words, illustrations, and sentences support key details? ● Why do you think that the author included that detail? ● What is the main topic of this text? ● What key details and events in each paragraph help me determine this? ● What details would I include when recounting what the text is about? ● What is the topic sentence in this paragraph?
<p data-bbox="110 976 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1339 976 1518 1026" style="text-align: right;">Page 11</p>	

Literature (Story) – Grade 2	Informational Text – Grade 2
<ul style="list-style-type: none"> ● What details from the beginning, middle, and end would I include when retelling the story? ● What is the central message? ● What is the problem or conflict? ● How does the main character behave at the beginning, middle, and end of the story? ● Why does the main characters behavior change? ● What event is the turning point of the story? 	<ul style="list-style-type: none"> ● Is the author’s purpose to describe people, events, or concepts; to give steps in a process; or describe how to do something? ● Do the illustrations or text features help me figure out a meaning of a word? ● Are there words that the author uses repeatedly? ● Can I substitute another word in place of an unknown word that would make sense?
<p data-bbox="110 980 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1344 980 1513 1026">Page 12</p>	

Literature (Story) – Grade 2	Informational Text – Grade 2
<ul style="list-style-type: none"> ● Retell the story in sequential order. ● Which words tell me the most about the characters or actions? ● Which words or phrases help me understand the text deeper? ● Can you identify words that rhyme? ● How does the character solve the problem? ● In which part of the story does most of the action occur? ● What are the characters thinking or feeling at different parts? 	<ul style="list-style-type: none"> ● How does reading all of the headings help me understand this text? ● How do the picture and caption add to what the text says? ● How does this diagram or chart help me understand the information in this section or the whole text? ● How can you use these facts or graphs? ● How does the author make his/her points clear? ● Did the author justify his/her ideas?
<p data-bbox="110 980 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1344 980 1513 1026" style="text-align: right;">Page 13</p>	

Literature (Story) – Grade 2	Informational Text – Grade 2
<ul style="list-style-type: none"> ● Do the characters show what they are feeling or do they hide it? ● Do the characters’ actions show what they are thinking or feeling? ● Describe the difference between the two characters’ point of view? ● What role do the illustrations play in describing the characters, setting, and plot? ● What clues do the illustrations provide to help me understand the setting of the story? 	<ul style="list-style-type: none"> ● Does the author effectively describe or explain his/her reasons in support of the key points? ● What reasons does the author give to support these points? ● Explain in your own words the reasons that support the author’s main purpose.
<p data-bbox="110 980 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1344 980 1513 1026">Page 14</p>	

Literature (Story) – Grade 3	Informational Text – Grade 3
<ul style="list-style-type: none">• What happens in the story?• What is the setting?• Which words, pictures, and sentences help me know this?• Which details from the text can I point to in supporting my ideas?• In what ways were the characters influenced or effected by the major events in the story?• What is the evidence in the text that leads you to your answer?	<ul style="list-style-type: none">• What happens or is said in the text?• Which specific details help me understand the main topic?• How can I look at words, pictures, and headings to help me understand?• Where in the text can I find that answer?• What in the text leads you to that answer?• Show me where the author says that.

Literature (Story) – Grade 3	Informational Text – Grade 3
<ul style="list-style-type: none"> ● What message, lesson, or moral do the characters learn by the end of the story? ● What specific details am I basing this understanding on? ● What can I say about the beginning, middle, and end so that someone who doesn't know the story could understand it? ● How does the author present the key details as the story progressed? ● How do the characters respond? 	<ul style="list-style-type: none"> ● What is the main idea of the text? ● What key ideas, specific details, and events help me determine this? ● What details and facts from the text would I include when recounting what the text is about? ● Explain the key details. ● What vocabulary words help me understand the topic? ● How can I skim headings, photos, captions, and graphics to deepen my understanding of these pages?
<p data-bbox="110 980 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1344 980 1513 1026">Page 16</p>	

Literature (Story) – Grade 3	Informational Text – Grade 3
<ul style="list-style-type: none"> ● What is the main character’s most important personality trait? ● What does the main character need or want at the beginning? ● How does the main character try to solve his/her problem? ● Which words or phrases seem most important? ● What does the author’s word choice make me think of? ● Which words help me understand what is happening? 	<ul style="list-style-type: none"> ● How does knowing the main topic help me figure out the meaning of this sentence or section? ● Are there words that the author uses repeatedly or did the author use a synonym? ● Can you read the sentences around the word to learn its meaning? ● What is the author’s point of view? ● Is the author relating information or is he/she trying to convince you of an idea?
<p data-bbox="110 980 917 1026">Stretch Book: <i>After Reading the Book</i></p> <p data-bbox="1344 980 1513 1026" style="text-align: right;">Page 17</p>	

Literature (Story) – Grade 3	Informational Text – Grade 3
<ul style="list-style-type: none"> ● In an earlier chapter, we learned... ● How does what the author said in an earlier paragraph help us understand what is happening now? ● What is the main character’s attitude or point of view about things? What details help me know this? ● As I follow the main character’s story, what is he/she like as a person? 	<ul style="list-style-type: none"> ● What is the topic or subject? ● What do I think about this topic as I begin to read the text? ● Has the author provided information and ideas to change my attitude about the topic by the end? ● What is the author’s point of view? ● What visual information is used? ● Does the visual information help me understand the key concepts? ● How do the illustrations relate to the text?
<p>Stretch Book: <i>After Reading the Book</i> Page 18</p>	

Literature (Story) – Grade 3	Informational Text – Grade 3
<ul style="list-style-type: none"> ● Do I find I agree or disagree with how he/she behaves? ● Is there another character I agree with more? ● What do I think about things in the end? ● Who is the narrator? ● What role do the words play in describing the characters, setting, and plot? ● How do the illustrations add to my understanding of the characters? 	<ul style="list-style-type: none"> ● What details in this section seem to support the main idea? ● How does this detail fit with the one I just read? ● Is the text organized using cause and effect? How do I know this? ● Is this text organized using comparison? How do I know this? ● Is this text organized sequentially? How do I know this? ● What is the author’s message? ● What does the author claim?
<p>Stretch Book: <i>After Reading the Book</i> Page 19</p>	